



June 2008

**DEPARTMENT OF EDUCATION**  
2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. These *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level/Span Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind Act*.

The 2007-2008 MEA summary reports contain the results of student achievement in reading and mathematics at all grades, science and technology at grades 4 and 8, and writing at grade 5 based on achievement standards set in 2006 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The grade 5 writing reports provide information on a student's ability to respond to a prompt measuring narrative writing. More information about the design of the MEA is available at [www.maine.gov/education/mea/index.htm](http://www.maine.gov/education/mea/index.htm).

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron  
Commissioner of Education



## School Report Grade 3

Test Date: March 2008  
Code: 10291205  
SAU: Cape Elizabeth School Dept  
School: Pond Cove Elementary

### Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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# SUMMARY OF SCORES

Test Date: March 2008

Grade: 3

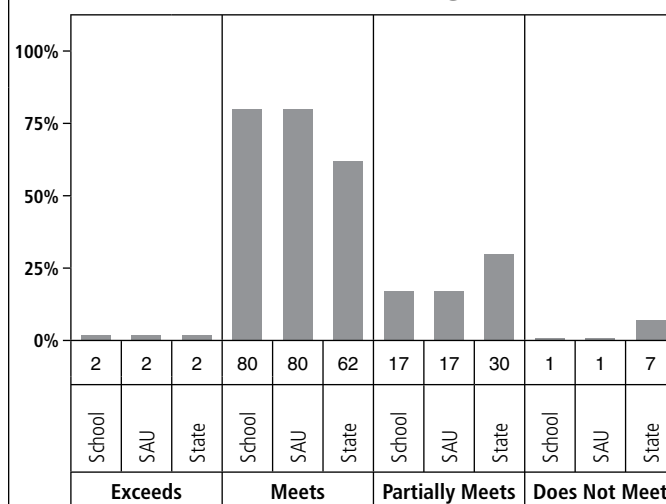
SAU: Cape Elizabeth School Dept

School: Pond Cove Elementary

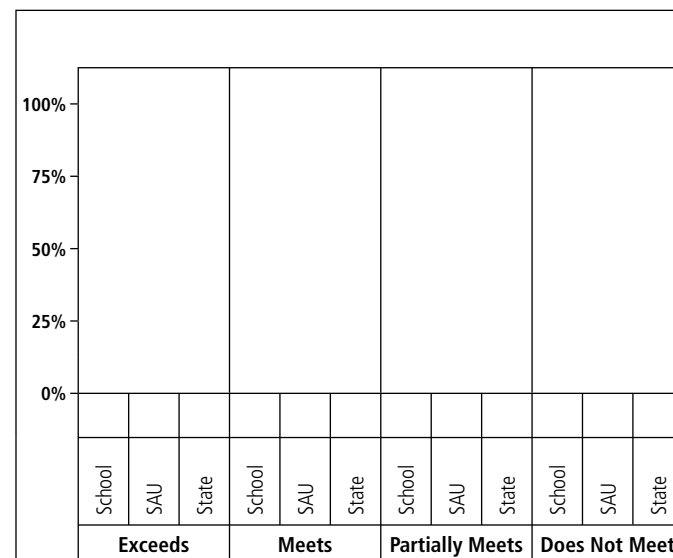
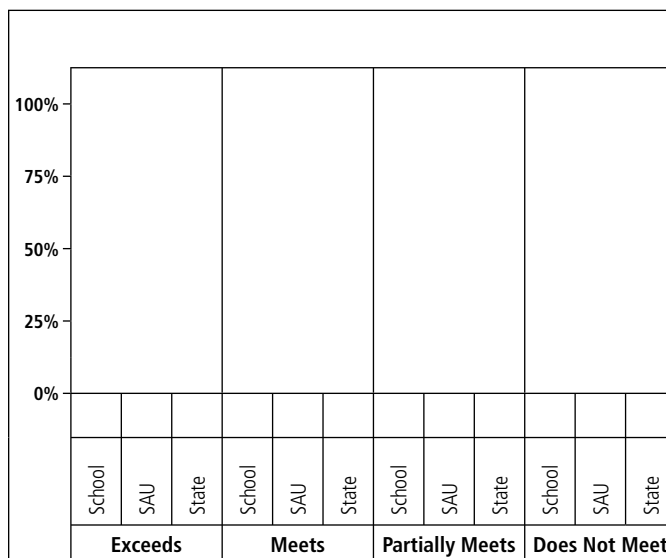
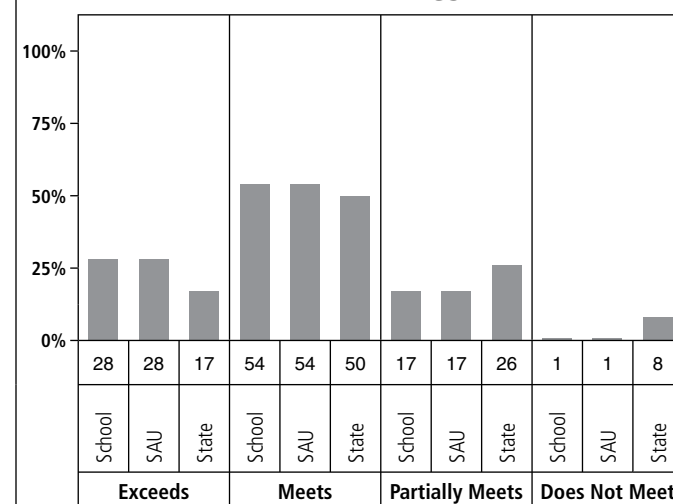
## Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
<b>ELA – Reading</b>			
2005–2006	348	348	345
2006–2007	348	348	345
<b>2007–2008</b>	<b>348</b>	<b>348</b>	<b>344</b>
Cum. Avg. *	348	348	345
<b>Mathematics</b>			
2005–2006	351	351	344
2006–2007	353	353	347
<b>2007–2008</b>	<b>354</b>	<b>354</b>	<b>347</b>
Cum. Avg. *	353	353	346

## ELA – READING



## MATHEMATICS



\*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

# SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2008

Grade: 3

SAU: Cape Elizabeth School Dept

School: Pond Cove Elementary

CATEGORY OF PARTICIPATION	Enrollment <sup>1</sup> during testing window						CONTENT AREA PARTICIPATION <sup>2</sup>																							
							ELA-Reading						Mathematics																	
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	140	100	140	100	13803	100	139	99	139	99	13714	99	139	99	139	99	13710	99												
Ethnicity African American/Black	1	1	1	1	399	3	1	100	1	100	391	98	1	100	1	100	392	98												
American Indian or Native Alaskan	0	0	0	0	116	1	0	0	0	0	114	99	0	0	0	0	114	99												
Asian or Pacific Islander	3	2	3	2	210	2	3	100	3	100	205	98	3	100	3	100	206	98												
Hispanic	1	1	1	1	162	1	1	100	1	100	158	98	1	100	1	100	159	98												
Caucasian/White	135	96	135	96	12916	94	134	99	134	99	12846	100	134	99	134	99	12839	99												
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0												
Identified disability	16	11	16	11	2358	17	16	100	16	100	2333	99	16	100	16	100	2329	99												
Current LEP	0	0	0	0	371	3	0	0	0	0	357	96	0	0	0	0	361	98												
Economically disadvantaged	5	4	5	4	5584	40	5	100	5	100	5535	99	5	100	5	100	5530	99												
Migrant	0	0	0	0	5	0	0	0	0	0	5	100	0	0	0	0	5	100												

MODE OF PARTICIPATION <sup>3</sup>	ELA-Reading						Mathematics																	
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>Participation without accommodations</b>	124	89	124	89	10650	77	124	89	124	89	10678	77												
Identified disability (PET/IEP)	1	1	1	1	475	4	1	1	1	1	479	4												
LEP	0	0	0	0	151	1	0	0	0	0	149	1												
504 plan	2	2	2	2	83	1	2	2	2	2	85	1												
<b>Participation with accommodations</b>	14	10	14	10	2936	21	14	10	14	10	2911	21												
Identified disability (PET/IEP)	14	100	14	100	1735	59	14	100	14	100	1729	59												
LEP	0	0	0	0	197	7	0	0	0	0	208	7												
504 plan	0	0	0	0	49	2	0	0	0	0	47	2												
Other	0	0	0	0	986	34	0	0	0	0	958	33												
<b>Participation through alternate assessment (PAAP)</b>	1	1	1	1	123	1	1	1	1	1	121	1												
Identified disability (PET/IEP)	1	100	1	100	123	100	1	100	1	100	121	100												
LEP	0	0	0	0	4	3	0	0	0	0	4	3												
504 plan	0	0	0	0	0	0	0	0	0	0	0	0												
<b>Approved non-participation in reading – 1st year LEP</b>	0	0	0	0	5	0																		
<b>Approved non-participation – special consideration</b>	0	0	0	0	9	0	0	0	0	0	12	0												
<b>Non-participation – other</b>	1	1	1	1	80	1	1	1	1	1	81	1												

1 Percents are the percentage of students enrolled in each participation category.

2 Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

3 Percents are the percentage of students in each content area by mode.

# ELA–READING RESULTS

Test Date: March 2008  
Grade: 3  
SAU: Cape Elizabeth School Dept  
School: Pond Cove Elementary

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 361–380)	2005-2006	4	3	4	3	352	3
	2006-2007	4	3	4	3	332	2
	<b>2007-2008</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>227</b>	<b>2</b>
	Cum. Total*	11	3	11	3	911	2
<b>Meets the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 341–360)	2005-2006	109	81	107	80	8641	62
	2006-2007	123	82	123	82	8691	63
	<b>2007-2008</b>	<b>110</b>	<b>80</b>	<b>110</b>	<b>80</b>	<b>8403</b>	<b>62</b>
	Cum. Total*	342	81	340	81	25735	62
<b>Partially Meets the Standards</b> – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 331–340)	2005-2006	20	15	20	15	3671	27
	2006-2007	19	13	19	13	3781	27
	<b>2007-2008</b>	<b>24</b>	<b>17</b>	<b>24</b>	<b>17</b>	<b>4018</b>	<b>30</b>
	Cum. Total*	63	15	63	15	11470	28
<b>Does Not Meet the Standards</b> – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 300–330)	2005-2006	2	1	2	2	1163	8
	2006-2007	4	3	4	3	1021	7
	<b>2007-2008</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>938</b>	<b>7</b>
	Cum. Total*	7	2	7	2	3122	8

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Total Reading Cluster</b>	<b>46</b>	<b>100</b>	31.4	68.3	31.4	68.3	27.6	60.0
<b>Literary Text</b>	<b>23</b>	<b>50</b>	16.1	70.0	16.1	70.0	14.1	61.3
<b>Informational Text</b>	<b>23</b>	<b>50</b>	15.3	66.5	15.3	66.5	13.5	58.7

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short texts, selected from developmentally appropriate works. Items on the MEA measure Grade Level Expectations, based on Maine’s 1997 *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.



# ELA-READING RESULTS

## (CONTINUED)

Test Date: March 2008  
 Grade: 3  
 SAU: Cape Elizabeth School Dept  
 School: Pond Cove Elementary

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	138	3	2	110	80	24	17	1	1	348	138	2	80	17	1	348	13586	2	62	30	7	344
<b>Ethnicity</b>																						
African American/Black	1										1						384	1	42	39	18	339
American Indian or Native Alaskan	0										0						113	2	50	42	5	343
Asian or Pacific Islander	3										3						203	1	60	31	8	344
Hispanic	1										1						158	1	52	36	11	342
Caucasian/White	133	3	2	108	81	21	16	1	1	348	133	2	81	16	1	348	12728	2	63	29	7	345
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	15	0	0	5	33	9	60	1	7	339	15	0	33	60	7	339	2210	0	32	48	20	338
No	123	3	2	105	85	15	12	0	0	349	123	2	85	12	0	349	11376	2	68	26	4	346
<b>Current LEP</b>																						
Yes	0										0						348	1	36	45	19	339
No	138	3	2	110	80	24	17	1	1	348	138	2	80	17	1	348	13238	2	63	29	7	344
<b>Economically disadvantaged</b>																						
Yes	5	0	0	3	60	2	40	0	0	344	5	0	60	40	0	344	5450	1	49	39	11	341
No	133	3	2	107	80	22	17	1	1	348	133	2	80	17	1	348	8136	2	71	23	4	346
<b>Migrant</b>																						
Yes	0										0						5	0	80	20	0	343
No	138	3	2	110	80	24	17	1	1	348	138	2	80	17	1	348	13581	2	62	30	7	344
<b>Gender</b>																						
Female	68	3	4	56	82	9	13	0	0	349	68	4	82	13	0	349	6567	3	65	27	5	345
Male	70	0	0	54	77	15	21	1	1	348	70	0	77	21	1	348	7019	1	59	32	8	343
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	0										0						2004	0	37	49	14	339
No	138	3	2	110	80	24	17	1	1	348	138	2	80	17	1	348	11582	2	66	26	6	345
<b>Gifted/talented program</b>																						
Yes	0										0						125	11	87	2	0	355
No	138	3	2	110	80	24	17	1	1	348	138	2	80	17	1	348	13461	2	62	30	7	344

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# ELA–READING RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2008

Grade: 3

SAU: Cape Elizabeth School Dept

School: Pond Cove Elementary

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	2	0	0	2	67	1	33	0	0	343	2	0	67	33	0	343	6	0	43	39	18	340
B. less than one hour	87	3	3	97	82	19	16	0	0	349	87	3	82	16	0	349	79	2	65	28	5	345
C. one to two hours	10	0	0	9	64	4	29	1	7	345	10	0	64	29	7	345	12	2	60	31	7	344
D. more than two hours	1	0	0	1	100	0	0	0	0	352	1	0	100	0	0	352	3	0	32	44	24	338
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?</b>																						
A. The questions on the test match what I have learned in reading class.	24	0	0	33	100	0	0	0	0	351	24	0	100	0	0	351	29	3	62	28	7	345
B. They match some of what I have learned.	58	2	3	62	78	15	19	1	1	348	58	3	78	19	1	348	48	2	67	27	4	345
C. They match just a little of what I have learned.	12	1	6	10	59	6	35	0	0	347	12	6	59	35	0	347	15	1	56	34	9	343
D. There is no match.	5	0	0	4	57	3	43	0	0	343	5	0	57	43	0	343	8	0	44	40	16	340
<b>Which of the following best describes how you rate yourself as a student in reading?</b>																						
A. very good	44	1	2	54	90	4	7	1	2	349	44	2	90	7	2	349	42	3	67	24	6	346
B. good	46	2	3	48	76	13	21	0	0	348	46	3	76	21	0	348	46	1	62	32	5	344
C. fair	7	0	0	5	50	5	50	0	0	343	7	0	50	50	0	343	10	0	48	42	10	341
D. poor	2	0	0	1	33	2	67	0	0	340	2	0	33	67	0	340	2	0	30	43	28	336
<b>How hard was the reading part of this test?</b>																						
A. harder than my regular schoolwork	9	0	0	7	58	5	42	0	0	343	9	0	58	42	0	343	22	1	48	38	12	341
B. about the same as my regular schoolwork	63	3	3	68	79	15	17	0	0	349	63	3	79	17	0	349	57	2	68	26	4	346
C. easier than my regular schoolwork	28	0	0	33	87	4	11	1	3	348	28	0	87	11	3	348	21	1	61	30	8	344
<b>How hard were the reading passages on this test?</b>																						
A. Most of the passages were harder than what I normally read.	12	0	0	12	75	4	25	0	0	343	12	0	75	25	0	343	20	0	38	47	16	339
B. Most of the passages were about the same as what I normally read.	52	1	1	53	75	17	24	0	0	348	52	1	75	24	0	348	51	2	68	27	4	345
C. Most of the passages were easier than what I normally read.	36	2	4	43	88	3	6	1	2	350	36	4	88	6	2	350	29	3	69	23	6	346
<b>How much time do you spend reading at home each day?</b>																						
A. more than one hour	20	0	0	24	86	3	11	1	4	349	20	0	86	11	4	349	19	3	65	27	6	346
B. 20 minutes to an hour	60	2	2	67	82	13	16	0	0	349	60	2	82	16	0	349	47	2	68	25	5	346
C. less than 20 minutes	16	1	5	14	64	7	32	0	0	345	16	5	64	32	0	345	19	1	56	35	8	343
D. I rarely read at home.	4	0	0	4	80	1	20	0	0	347	4	0	80	20	0	347	14	0	47	40	12	341
<b>How many pages do you read in school and to complete homework assignments?</b>																						
A. five or fewer pages	27	0	0	30	86	5	14	0	0	347	27	0	86	14	0	347	28	1	56	33	9	343
B. six to ten pages	30	0	0	32	80	8	20	0	0	348	30	0	80	20	0	348	23	1	63	29	7	344
C. eleven or more pages	43	2	4	44	77	10	18	1	2	349	43	4	77	18	2	349	49	2	65	27	6	345
<b>Optional school/SAU question</b>																						
A.	67	0	0	2	100	0	0	0	0	346	67	0	100	0	0	346						
B.	0										0											
C.	0										0											
D.	33	0	0	1	100	0	0	0	0	342	33	0	100	0	0	342						

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

N = Number

# MATHEMATICS RESULTS

Test Date: March 2008

Grade: 3

SAU: Cape Elizabeth School Dept

School: Pond Cove Elementary

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 361–380)	2005-2006	23	17	22	17	1295	9
	2006-2007	34	23	34	23	1985	14
	<b>2007-2008</b>	<b>38</b>	<b>28</b>	<b>38</b>	<b>28</b>	<b>2277</b>	<b>17</b>
	Cum. Total*	95	22	94	22	5557	13
<b>Meets the Standards</b> – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 341–360)	2005-2006	83	61	82	62	6852	49
	2006-2007	93	62	93	62	6990	51
	<b>2007-2008</b>	<b>75</b>	<b>54</b>	<b>75</b>	<b>54</b>	<b>6764</b>	<b>50</b>
	Cum. Total*	251	59	250	59	20606	50
<b>Partially Meets the Standards</b> – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 325–340)	2005-2006	24	18	24	18	4081	29
	2006-2007	18	12	18	12	3673	27
	<b>2007-2008</b>	<b>23</b>	<b>17</b>	<b>23</b>	<b>17</b>	<b>3504</b>	<b>26</b>
	Cum. Total*	65	15	65	15	11258	27
<b>Does Not Meet the Standards</b> – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 300–324)	2005-2006	5	4	5	4	1638	12
	2006-2007	5	3	5	3	1193	9
	<b>2007-2008</b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>1044</b>	<b>8</b>
	Cum. Total*	12	3	12	3	3875	9

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Cluster 1: Numbers and Operations</b>	<b>15</b>	<b>31</b>	10.6	70.7	10.6	70.7	9.2	61.3
<b>Cluster 2: Shape and Size</b>	<b>14</b>	<b>29</b>	11.2	80.0	11.2	80.0	10.0	71.4
<b>Cluster 3: Mathematical Decision Making</b>	<b>5</b>	<b>10</b>	3.5	70.0	3.5	70.0	3.2	64.0
<b>Cluster 4: Patterns</b>	<b>14</b>	<b>29</b>	9.6	68.6	9.6	68.6	9.0	64.3

## Cluster 1: Numbers and Operations

A. Numbers and Number Sense

B. Computation

I. Discrete Mathematics (grades 3 and 4 only)

## Cluster 2: Shape and Size

E. Geometry

F. Measurement

## Cluster 3: Mathematical Decision Making

C. Data Analysis and Statistics

D. Probability

## Cluster 4: Patterns

G. Patterns, Relations, and Functions

H. Algebra Concepts

K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s 1997 *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

# MATHEMATICS RESULTS

## (CONTINUED)

Test Date: March 2008  
 Grade: 3  
 SAU: Cape Elizabeth School Dept  
 School: Pond Cove Elementary

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	138	38	28	75	54	23	17	2	1	354	138	28	54	17	1	354	13589	17	50	26	8	347
<b>Ethnicity</b>																						
African American/Black	1										1						390	10	30	32	28	337
American Indian or Native Alaskan	0										0						113	7	45	38	10	342
Asian or Pacific Islander	3										3						204	18	48	25	9	347
Hispanic	1										1						159	6	50	31	13	342
Caucasian/White	133	37	28	73	55	21	16	2	2	354	133	28	55	16	2	354	12723	17	50	25	7	348
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	15	0	0	6	40	8	53	1	7	339	15	0	40	53	7	339	2208	6	35	37	21	338
No	123	38	31	69	56	15	12	1	1	355	123	31	56	12	1	355	11381	19	53	24	5	349
<b>Current LEP</b>																						
Yes	0										0						357	8	29	37	26	336
No	138	38	28	75	54	23	17	2	1	354	138	28	54	17	1	354	13232	17	50	25	7	348
<b>Economically disadvantaged</b>																						
Yes	5	1	20	2	40	2	40	0	0	353	5	20	40	40	0	353	5452	9	45	33	12	343
No	133	37	28	73	55	21	16	2	2	354	133	28	55	16	2	354	8137	22	53	21	4	350
<b>Migrant</b>																						
Yes	0										0						5	0	40	40	20	337
No	138	38	28	75	54	23	17	2	1	354	138	28	54	17	1	354	13584	17	50	26	8	347
<b>Gender</b>																						
Female	68	15	22	38	56	13	19	2	3	351	68	22	56	19	3	351	6565	15	49	27	8	347
Male	70	23	33	37	53	10	14	0	0	356	70	33	53	14	0	356	7024	18	50	24	7	348
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	0										0						2004	5	39	41	15	339
No	138	38	28	75	54	23	17	2	1	354	138	28	54	17	1	354	11585	19	52	23	6	349
<b>Gifted/talented program</b>																						
Yes	0										0						125	70	30	0	0	366
No	138	38	28	75	54	23	17	2	1	354	138	28	54	17	1	354	13464	16	50	26	8	347

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# MATHEMATICS RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2008  
 Grade: 3  
 SAU: Cape Elizabeth School Dept  
 School: Pond Cove Elementary

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	2	0	0	3	100	0	0	0	0	344	2	0	100	0	0	344	6	9	40	33	18	340
B. less than one hour	87	32	27	65	55	20	17	2	2	354	87	27	55	17	2	354	79	18	52	24	6	348
C. one to two hours	10	6	43	5	36	3	21	0	0	355	10	43	36	21	0	355	12	16	48	27	8	347
D. more than two hours	1	0	0	1	100	0	0	0	0	360	1	0	100	0	0	360	3	7	26	37	29	335
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?</b>																						
A. The questions on the test match what I have learned in mathematics class.	44	23	38	32	53	5	8	0	0	359	44	38	53	8	0	359	37	22	50	22	6	350
B. They match some of what I have learned.	46	11	18	35	56	15	24	1	2	350	46	18	56	24	2	350	46	16	53	25	6	348
C. They match just a little of what I have learned.	10	4	29	6	43	3	21	1	7	350	10	29	43	21	7	350	12	9	44	36	11	342
D. There is no match.	0										0						5	5	32	36	27	336
<b>Which of the following best describes how you rate yourself as a student in mathematics?</b>																						
A. very good	27	7	19	26	70	4	11	0	0	354	27	19	70	11	0	354	39	25	48	20	7	350
B. good	59	26	33	37	46	16	20	1	1	354	59	33	46	20	1	354	46	14	52	27	7	347
C. fair	13	4	24	11	65	2	12	0	0	354	13	24	65	12	0	354	12	8	49	35	9	343
D. poor	1	0	0	0	0	1	50	1	50	327	1	0	0	50	50	327	3	2	34	36	29	335
<b>How hard was the mathematics part of this test?</b>																						
A. harder than my regular schoolwork	7	3	30	4	40	3	30	0	0	351	7	30	40	30	0	351	17	7	41	35	17	340
B. about the same as my regular schoolwork	69	25	26	51	54	18	19	1	1	353	69	26	54	19	1	353	59	18	53	24	5	349
C. easier than my regular schoolwork	23	10	31	19	59	2	6	1	3	357	23	31	59	6	3	357	25	21	49	23	8	349
<b>How often do you use hands-on materials in mathematics class?</b>																						
A. almost every day	42	15	27	29	52	11	20	1	2	352	42	27	52	20	2	352	32	13	47	30	10	345
B. two or three days a week	30	15	38	17	43	8	20	0	0	357	30	38	43	20	0	357	30	20	52	23	5	349
C. two or three times each month	19	4	16	21	84	0	0	0	0	355	19	16	84	0	0	355	19	20	53	21	6	350
D. never or almost never	10	4	31	6	46	2	15	1	8	352	10	31	46	15	8	352	18	16	50	27	8	347
<b>How often do you use calculators in mathematics class?</b>																						
A. almost every day	4	0	0	4	67	2	33	0	0	344	4	0	67	33	0	344	7	5	34	40	20	338
B. two or three days a week	31	7	17	24	57	10	24	1	2	350	31	17	57	24	2	350	18	15	50	27	8	346
C. two or three times each month	38	21	40	28	54	3	6	0	0	358	38	40	54	6	0	358	28	21	53	21	4	350
D. never or almost never	27	10	27	18	49	8	22	1	3	352	27	27	49	22	3	352	47	17	50	25	7	347
<b>On average, how many minutes a day do you spend working on mathematics in class?</b>																						
A. less than 30 minutes	12	0	0	10	63	6	38	0	0	344	12	0	63	38	0	344	16	8	42	36	13	342
B. 30–45 minutes	48	17	26	33	50	14	21	2	3	352	48	26	50	21	3	352	30	14	53	26	7	347
C. 45–60 minutes	36	20	40	28	56	2	4	0	0	359	36	40	56	4	0	359	32	22	51	22	5	350
D. more than 60 minutes	4	1	20	3	60	1	20	0	0	354	4	20	60	20	0	354	22	20	49	23	7	349
<b>Optional school/SAU question</b>																						
A.	67	1	50	0	0	1	50	0	0	351	67	50	0	50	0	351						
B.	0										0											
C.	0										0											
D.	33	0	0	0	0	1	100	0	0	340	33	0	0	100	0	340						